

“With every mistake we must surely be learning.” [George Harrison]

Deutsch 221/231 Kursinformationen



1. Welcome to German 221/231: a study of *Identity*

What does it mean to be German? How do Germans see themselves? How does the world view the Germans? What about the Austrians and the Swiss? Chances are, if you have had any contact with German-speaking culture, you have probably encountered the question of German identity. In fact, there is even a word that describes Germany's image: das *Deutschlandbild*. Try Googling: “Was ist (typisch) deutsch?” or “Deutschlandbild” and marvel at the multitude of articles and surveys. Why do Germans so frequently ask such questions about themselves? Is it because of the relatively late founding of the German state in 1871? the brutal use of racial criteria for citizenship under Nazi rule? the country's division into two vastly different and opposing political systems during the Cold War? the challenges with reunification? Germany's role in the EU? the current debates surrounding the admission of refugees? How do most Austrians and Swiss see themselves in relation to Germany? In this intermediate German language course, we will consider these and many more questions surrounding the topic of identity. We will also consider by comparison, our own personal and cultural identities. How do we perceive and express ourselves? What factors (gender, age, ethnic heritage, etc.) have shaped our own identities, and how have these changed in our lifetimes?

In this course, we will focus on transforming your foundational understanding of German grammar and vocabulary into real-world communication skills. By actively engaging with the language, you will be able to navigate real-world situations confidently. Our approach is learner-centered. Your instructors will assess your individual learning needs and provide targeted support, helping you to refine your existing skills and develop new ones. This is why it is crucial for your instructor to have access to **your own writing**, not assisted by AI or translation tools.

Throughout the semester, you will continue expanding your vocabulary, focusing on words and expressions that are essential for day-to-day communication. The course will aim at integrating new vocabulary into our course content, allowing you to apply it contextually rather than in isolation. By the end of the course, you can expect to have a deeper, more intuitive command of the written and spoken German language, enabling you to participate in conversations with increased fluency and confidence.



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2.1. Required Texts and Materials to Purchase for Class

1. ***Die Verwandlung* by Franz Kafka. ISBN: 978-88-530-2061-1, 2021, Cideb Editrice S.R.L.**

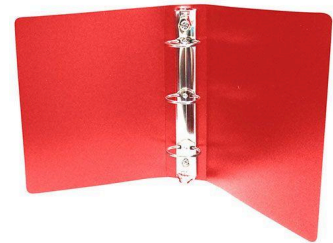
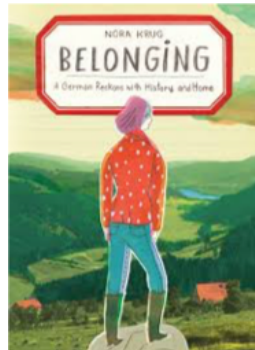
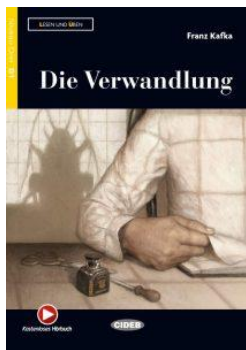
- IMPORTANT: We require this "easy reader" edition by Black Cat/Cideb Editrice S.R.L., not the original text. This is the NEW 2021 edition. Make sure the cover picture matches the one below.

Get this book early! We will start reading it early in the semester. It is available for online ordering via the [Barnes&Noble UofM campus bookstore](#).

2. *Belonging: A German Reckons with History and Home* by Nora Krug. ISBN: 1476796637 (paperback) or ISBN: 1476796629 (hard cover). Please get the printed book, not the Kindle or audio version. It should be available at [Barnes&Noble campus bookstore](#).

3. We strongly recommend having a **dedicated notebook** (best: no spirals or wire) to keep your class notes, collect grammar summaries and practice KW writing. Get some ink pens, at least one non-black pen or pencil, 4×6 index cards, a glue stick for note-taking at home and in-class writing. By the end of the semester, this notebook will hopefully become your personal grammar and vocabulary reference.

4. Throughout the semester, you will accumulate a number of handouts and/or reference materials. It is a good idea to have a **thin 3-whole binder** to keep these materials organized and easily accessible for working with in class and at home. This is also a good place for P&P assignments returned to you with instructor's feedback.

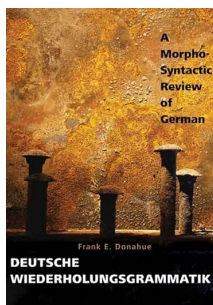


Recommended:

In addition, although all of the grammar review is available on Canvas or [online](#), it might be helpful to have a good reference source for German grammar. If you have a book you used before and it has worked for you – great. Another great option could be:

Deutsche Wiederholungsgrammatik: A Morpho-Syntactic Review of German by Frank E. Donahue. ISBN: 978-0300124682 (paperback). It has great systematic explanations, concise summaries, questions to check your understanding and simple exercises.

Handbuch zur deutschen Grammatik by Jamie Rankin/Larry D. Wells. ISBN: 9781305078840 (paperback). This is the most recent 6th edition, but you can easily find earlier editions of the same book, which are just fine!



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2.2. Thematic Units and Assessments

Throughout the term, we will ponder and discuss the concept of identity *auf Deutsch* within a series of thematic units: Kindheit und Familie, Geografie und Migration, Kunst und Literatur, Film, Geschichte. Each unit involves three modes of communication:

- the interpretive (one-way communication / comprehension),
- the interpersonal (two-way communication / conversation),
- the presentational (one-way communication to an audience or readers).

In-class activities are designed to provide students with daily interpretive, interpersonal and presentational practice. Each unit concludes with summative assessments in all three modes. The assessments resemble a variety of real-world communicative tasks. Our objective is not to see what students don't know on a test, but rather to see what students **can do** in real-world situations. For example, the first theme unit concludes with partners demonstrating their ability to converse in German for several minutes, writing an English synopsis of a short German text and writing a zine or illustrated story about a personal experience. Leading up to these summative assessments, our aim is to review thoroughly the grammar, vocabulary and cultural content while practicing all four skills (reading, writing, listening, speaking) needed for success in completing the assessments. **This means that all the course work we do in and outside of class will be with the end goal in mind.**

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2.3. Learning Vocabulary: The Key to Proficiency

Another key component of this course is building students' vocabulary. We will continue to work with the high-frequency vocabulary from 101/102 and supplement this with the words and expressions in the specific course texts. Through regular and repeated exposure to this vocabulary in class assignments and activities, the goal is for students to be able to communicate with greater ease. While the daily lists may appear long, have no fear. The idea here is to include everything needed for success for all students, even

for those who cannot recall all the first-year terms. It is expected that students spend at least 20-30 minutes daily working with the course vocabulary. We will model in class some ways to do this throughout the term. For example, first read the vocabulary and test yourself using AI, flashcards or Quizlet. Then read the text that is the source of the list. Read it multiple times, until you know it well, etc. More tips to come.

The students' goal is to come to each class knowing the vocabulary and texts well enough to speak and write without the help of AI or electronic devices.

There are 4 vocabulary tests, which together make up 10% of the final grade in the course. Practice tests will be provided. The tests will cover the following units/lists:

Tests 1, 2, 3 (units 1, 2, 3) @ 3% = 9% of final grade

Mini-Test 4 (unit 4) @ 1% of final grade

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2.4. Language Acquisition Requires Regular Participation

Cramming does not work for language acquisition, or for any complex skill for that matter. It takes daily practice in speaking, hearing, writing, and reading the language both in class and at working on your own for acquisition to occur. Because our class meetings give students the chance to engage actively in the language, class attendance and participation are a critical component of the course. In other words, we take attendance and participation seriously. While several excused and unexcused absences will lower the attendance and participation grade to differing degrees (see information on A&P policy below), 10 unexcused absences mean a final course grade of E.

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2.5. Grading scale

Final course grades calculated by percentage on Canvas will translate into the following letter grades:

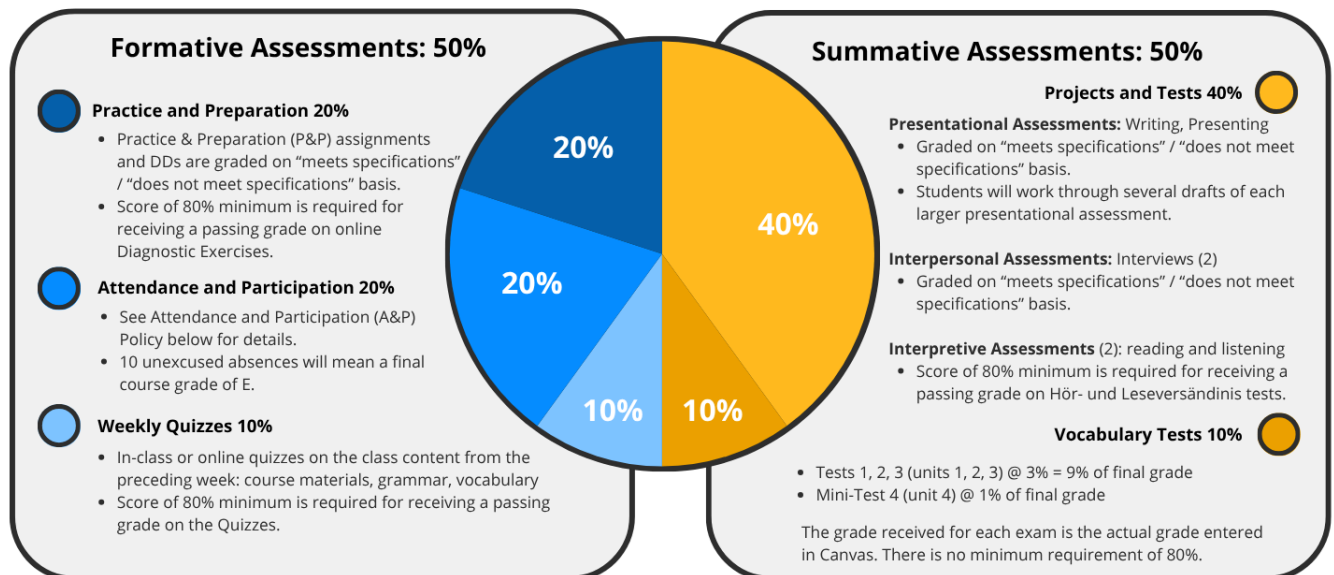
98-100	A+	77-79.99	C+
93-97.99	A	73-76.99	C
90-92.99	A-	70-72.99	C-
87-89.99	B+	67-69.99	D+

83-86.99	B	63-66.99	D
80-82.99	B-	60-62.99	D-
0-59.99		E	

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2.6. Grading Criteria

Most assessments and weekly quizzes will be graded as **pass/fail** or **meets specifications/does not meet specifications**. Please always pay attention to the Homework Policy and individual assignment descriptions on Canvas to know criteria for each specific task.



- **Formative Assessments (50%):**
 - Practice and Preparation (20%)
 - Attendance and Participation (20%)
 - Weekly Quizzes (10%)
- **Summative Assessments (50%):**
 - Projects and Tests (40%)
 - Vocabulary tests (10%)

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2.7. Recommended Resources, Texts, Sites

- Our departmental [website](#) has a lot of resources for learning German
- **Best bilingual dictionaries online:**
 - [PONS](#) → good for choosing the right word
 - [dict.cc](#) → easy to use, has great “crowd-sourced” pronunciation samples, and lots of handy [tools](#) (Note the “Wildcard Search” option!)
 - [Linguee](#) → shows you translations **in context** and has great **pronunciation**, sample sentences
- **Useful dictionaries:**
 - [Wiki-Dictionary](#) for German comes with a lot of useful grammar information and examples.
 - [LEO](#) provides easier access to noun plurals and verb conjugations, covers more technical terms, and has a great forum for tricky questions.
 - [BEOLINGUS](#) provides messy results, but useful examples.
 - Monolingual dictionaries / resources: [dwds.de](#), [duden.de](#), [canoonet.eu](#), [redensarten-index.de](#)
- Google Images can make vocabulary learning fun. Do an image search of a word or phrase you want to learn. dict.cc offers images, too. Very entertaining!
- Google (**not Google translate**). If you wonder about a phrase you have created, try googling it. If little pops up, chances are it is awkward. For entertaining fun, type a German word in the Google search bar to see what Google wants to add to it. Adventure awaits!
- For titles, concepts, idioms, try Wikipedia, then click on Deutsch in the lower left column. Wikipedia sites in German are amazing resources for harvesting vocabulary on any topic.
- If you want a paper dictionary, try:
 - *Langenscheidt Standard Dictionary German* (Get the paperback version: much cheaper and easier to use!)
 - *Harper Collins Beginner's German Dictionary* (Helpful usage examples; especially easy to read and use)
- Rankin/Wells. *Handbuch zur deutschen Grammatik* (grammar, listed under recommended texts), 6th Edition or other. All the grammar you are required to know is in the course materials on Canvas and [online](#), but this book is an excellent reference.
- Zorach & Melin: *English Grammar for Students of German*, 7th ed. This book explains English grammar simply, with lots of English & German examples to compare and contrast. It's the ideal remedy if you're having difficulty understanding the grammar explanations you encounter in class and for homework. We recommend that you read the relevant sections of the book quickly, like a novel, but that you read them multiple times, to let the material slowly sink in. Additional resources are available on [the book's website](#) (e.g. a review booklet & answer key). The book is

available at the campus bookstores, or you can [buy the eBook version](#). You can borrow a copy in order to decide if you would like to buy the book – just ask your instructor!

- Tschirner & Möhring (Author). *A Frequency Dictionary of German: Core Vocabulary for Learners*, 2019 (ISBN: 978-1138659780). The gold standard in high-frequency vocabulary lists.
- Gabriel Wyner: *Fluent Forever: How to Learn Any Language Fast and Never Forget It* (ISBN: 0385348118)

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2.8. Canvas Expectations

We expect you to **check Canvas regularly** for:

- The **Syllabus on Canvas** lists all assignments and reminders for each of the class. It is your main guide on what to prepare for each hour of class (even if there is nothing to submit!)
- Assignments are **due at the beginning of your section's class time**.
- **Announcements**: Enable notifications and check your email inbox daily OR: visit Canvas daily to check for new Announcements.
- **Gradebook**: Check regularly to make sure you have gotten credit for all assignments you have submitted, assessments you have taken etc. Notify your instructor **within a week of a grade being entered** if you think there may be a mistake.
 - Note: gradebook comments from your instructor do not generate email notifications ==> **log into Canvas** to see them! Gradebook comments to your instructor also do not generate notifications, so if in doubt, send your instructor an email.

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2.9. Attendance and Participation Policy

Speaking and listening in class are a very important part of this course. We will keep track of your attendance and participation by an **"A&P Tally" grade on Canvas**, as follows:

- **For each class hour**, you can earn a total of **four** points: **two** "attendance points" for coming to class, and **two** "participation points" for participating actively.
- If you miss a class hour **unexcused**, you lose all four attendance & participation points for that hour.
- If you miss a class hour for an **excused** reason (e.g. **documented** medical, psychological or family issues; religious holidays; family events such as weddings, funerals or graduations; job interviews;

musical performances or athletic events in which you are participating), **you will earn the 2 attendance points but will lose 2 participation points for that hour.**

- As a courtesy to your instructor, please explain ALL absences, even if the reason is e.g. oversleeping, or work for another course, a trip, going to a concert etc.! We encourage you to use LSA's [illness reporting form](#) if you have to miss a class due to health reasons. Filling out this form is NOT an equivalent of "documentation" for an excused absence, but it will help you and your instructor to keep track of your course attendance.
- **Lateness:** Loss of 1-4 points for that hour, depending on how late you were.
- **Inattention (non-class related cell phone or laptop use, "zoning out," etc.):** Loss of one or both participation points for that hour.
- **Coming to class unprepared:** most of the P&P assignments are designed to prepare you for the in-class discussions on the following day. If you come to class not having done an assigned reading, or not having watched an assigned video for that hour and cannot participate productively in in-class activities with your partners, you will lose 1-2 participation points for that hour.
- **Difficulty participating:** The "A&P Tally" grade is primarily an effort grade, but it does have an achievement component. If you are in class and making an effort to participate, but you have noticeable linguistic difficulties understanding and carrying out partner activities and/or responding when called on in class, you will lose 1 or 2 participation points for every four class hours.
 - BUT: **We expect mistakes!** Research has shown that language acquisition happens in a predictable sequence of stages. Each stage is characterized by certain patterns of useful mistakes! → **Difficulty participating (on an ongoing basis) may reduce your A&P grade. Making mistakes will not!**
- **A&P Make-Ups/Participation Bonus:** You can earn make-up/bonus participation points for missed classes in the following way:
 - Contact your instructor to make sure how you can make up **2 participation points** if you miss a class. The option might be working with the class materials and submitting either written or recorded responses to prompts and questions in the slides/class materials for the missed hour. Or, you may be able to earn points for attending your instructor's office hours for more than 30 minutes to cover the class material you missed.
 - To gain back 2 attendance points or earn bonus points, attend any conversational activities in German to practice active speaking in German. This can be a conversational chat with an instructor in a German Lab or attending [German-speaking events associated with the DGLL](#), Max Kade Kaffeestunde or Deutschtsch, German Club events or occasional special events, as announced by your instructor
 - You can earn a **maximum of 10 make-up/bonus points in the first half of the semester (before the fall/spring break), and up to 10 more in the second half of the semester.**
- If you know you will have to miss some classes during the semester, contact your instructor **in advance** to make a plan on how to stay on top of assignments and class material.
- Your instructor will enter "A&P Tally" grades regularly - please check these. **If you wish to contest an "A&P Tally" grade, you must do so WITHIN ONE WEEK of it being entered.**

- *****If you have lost a net total of 40 or more points (the equivalent of missing 10 class hours unexcused) in your “A&P Tally” by the end of the semester, your FINAL COURSE GRADE will be an AUTOMATIC E*****

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2.10. A&P Tally, P&P tally and the “Real Grade”

We will translate your final “A&P Tally” grade into your “Actual Attendance & Participation grade” for the semester as follows:

- **“A&P Tally” of 96 percent or more ==> 96 percent** for the final Attendance & Participation grade (i.e. an “A”)
- Only in **very** exceptional cases (“A+” level of participation throughout the semester), your instructor may enter a higher final grade of 97-100.
- **95 percent or less:** Your final Attendance & Participation grade will be the **same** as your “A&P Tally” grade.

Similar to how your A&P grade is tallied throughout the semester, your daily Practice and Preparation (P&P) scores will be recorded in a tally, and a final P&P grade will be calculated at the end of the semester.

Your “P&P tally” grade will translate into your actual Homework grade for the semester as follows:

- **“Tally” of 96 percent or more ==> 96 percent** for the final Homework grade (i.e. an “A”)
- In exceptional cases, your instructor may enter a higher final grade of 97-100.
- **95.99 percent or less:** Your final Homework grade will be the **same** as your “Hausaufgaben Tally” grade.

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2.11. Kothe Hildner Prize

Throughout the semester, students will work on a creative writing project (Zine, or an illustrated story), adding to their writing and refining it as they review grammar in the course. At the end of the semester, instructors will nominate the best writing project from each section to compete for the Kothe Hildner Prize. All entries will be evaluated by a group of judges consisting of the faculty and graduate students in the Department of Germanic Languages and Literatures and the prize money will be split among the 1st, 2nd and 3rd place.

[Here](#) are a number of prize-winning projects from previous semesters. Up until Fall 2022, the Kothe Hildner Prize was awarded for the best group video project.

3.1. Learning By Speaking; Language Learning Jitters

The best and most motivating way to learn all aspects of language (vocabulary, grammar, pronunciation, fluency, etc.) is by speaking. We will use as much class time as possible to let you communicate in German. We use a lot of partner and group activities designed to let you actively practice vocabulary, so that you can speak for most of each class hour. **You will learn the most by not worrying about mistakes, having fun, and experimenting with new words and structures.**

You will review grammar topics before coming to class and we will spend some time explaining them in class, but we will mostly be **practicing** it. Research has shown that grammar is learned most efficiently and lastingly by using it to **communicate**, not by explanations and drills. You will have time to read grammar explanations at home before/while trying out the diagnostic activities. While doing it at home – take notes! Work with the grammar worksheets, write down, or copy/cut/paste most important charts and information into your notebook as needed as well. There are many grammar resources available on-line and on our Canvas site. If needed, **please ask questions.**

Language Learning Jitters

Researchers have found that **about 1/3 of students may feel anxious when learning a new language**, in part because their limited language proficiency keeps them from “being themselves” when using the new language. They suggest two things that may be helpful in this context:

- Know that you are not alone. In our class, consider letting your instructor know how you feel: use “Letter to your instructor” assignment at the start of the semester or talk to your instructor at any point of the term about your concerns.
- Anxiety is often connected to perfectionism. As we will keep telling you throughout this course, your goal in speaking German should not be to “avoid mistakes,” but rather, to “keep talking”!

3.2. Helpful advice and Resources

- Ask questions during, before and after class!! For every question you ask, there are likely to be several people in the class who will be grateful you asked it.

- Course Coordinator: Vera Irwin (3120 MLB; veremeev@umich.edu); Language Program Director: Hartmut Rastalsky (3214 MLB, hmr@umich.edu). Your instructor may pass some questions on to Vera or possibly Hartmut. **Let Vera know if you find a great learning resource!**
- Reading: We will read quite a bit in this course. Take a look at the “[Reading Strategies](#)” page on the [Resources](#) site. Above all: (1) Skim texts once before you read them thoroughly. This will save you time: it is the first thing you will hear in any speedreading course. (2) Fight the urge to look up every unfamiliar word. Use your knowledge and common sense to help you fill in the gaps. Remember how efficiently you do this in English e.g. when you are having a conversation in a noisy place without hearing every word!
- Find a study partner among your classmates. You’ll have more fun, you can share pizza (or Bratwurst), two heads are better than one, and you never learn a thing as well as when you try to explain it to someone else. Research data shows that students who work in study groups are more successful language learners.
- Set aside a time every day to think in German about what you are doing (“Ich stehe auf. Ich putze mir die Zähne. Ich bin der/die Beste...”). This is great practice for the oral exams. Look up words for things you care about.
- Explore the many resources on the [Resources](#) site, including [Self-Study Advice](#).

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3.3. What is “Your Own Work”? Writing Projects and P&P

All work submitted, including writing for all P&P assignments, must be original student work completed **without the help of grammar checkers** (including the one in Google Docs), **translation software or AI**. The goal of every assignment is to use what students already know and keep looked up items to a minimum. This will enable your instructor to see what your learning needs are and to help you improve your German. All outside contributions (words looked up in a dictionary, formulations) need to be clearly marked and the source has to be indicated (see below).

This course is governed by the prevailing Codes of Student Conduct and of Academic Integrity of the University of Michigan and the College of Literature, Science and the Arts (LSA). Violations of Academic Integrity will be taken seriously and can in serious cases result in a failing grade for the course and/or referral to the LSA Assistant Dean for Undergraduate Education. Official LSA policies on Academic Integrity, and also a quiz on Academic Integrity, can be found at:

lsa.umich.edu/lsa/academics/academic-integrity.html

You are welcome to use AI tools for studying! There are great tools that can help you practice vocabulary or communication as you prepare for class. But - all written work that you submit for this course - big or

small - is where the LSA policy crucially applies. This means your instructor will want to see what YOU can do in German at every step of the course. As you complete work to submit:

- Read carefully the detailed expectations about writing in German provided in the P&P assignments Canvas. Always start with completing a draft “at your own level” and only look up items you absolutely need afterwards. Provide your sources.
- You will get the most out of writing for this course by creatively making the German you have learned “your own.” Even when writing about complex German texts you have read, look for opportunities to express the ideas from the text more simply in your own words.

What does it mean to “cite” resources?

This means you should put **looked up words or phrases in bold or underline them** in your writing, and then **indicate the used source** at the end of your assignment. Here are most common scenarios where this rules applies:

- You can ask your instructor or some other proficient speaker 3 or 4 specific questions on how to say something. Cite their name and the date you got help.
- Use a good dictionary (see recommended dictionaries above) to look up a couple of words or expressions you absolutely need. Underline or bold these, include the English phrase you were checking, and then indicate what dictionary you were using.
- If you consult any additional resources (e.g. Wikipedia or other online sources), even if you did not quote from them directly, cite these.
- Put any direct quotes in quotation marks.
- If you have no sources to cite (you didn’t look anything up in a dictionary, no one helped you, and you consulted no other sources), please write “**I did not consult any outside sources for this essay**” at the end!

If your submitted writing is clearly above the level of your work in class, expect your instructor to hand it back to you and to ask you to come to their office hours to work on the assignment in their presence.

Situations in which you **DON’T** need to cite:

- It is good practice to look up the **genders and plurals** of nouns, and the **conjugation** patterns of verbs you use in your writing with a reliable source.

NOTE ON HOMEWORK SUBMISSION FORMAT: Your instructor will specify preferred submission formats for any written assignments (Google Docs vs. handwritten pages brought to class etc.). When writing in Google Docs, turn off the grammar checker / grammar suggestions so that Google does not take away your chance to practice German. Stay tuned for further information from your instructor or on the Canvas page for your section.

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3.4. Respectful Classroom Environment

This class depends on all of us being comfortable interacting informally with each other, experimenting with the language, taking risks, and being playful. That means that what is important in every college classroom is especially important for us: an environment in which everyone feels welcome and respected. That means thinking about the things we say, not perpetuating stereotypes, and apologizing if you said something you didn't mean. It also means that we really want you to let your instructor know, in class or outside of class, in person or via email, if something happens in class that makes you uncomfortable, so that we can talk about how to make things better.

- If there are students in your section whom you know from your previous German course(s), then of course it's great if you continue to enjoy working with these old friends. But we also hope you will make an effort to meet new people in this section!
- In this context, please bear in mind **the University of Michigan's non-discrimination policy**: The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

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3.5. Gender and Gender Pronouns in German

One simple way to maintain an open and inclusive classroom environment is to be mindful and respectful of our classmates' gender identity and preferred pronouns for class discussion and speaking activities. This will also be good practice for all of us to have before visiting the German-speaking countries. The German language does not yet include any generally accepted pronoun options for non-binary gender identities (in part because the case system makes this complicated), but [many options have been proposed](#). If you identify outside the gender binary or have any other concerns about gender pronouns, your instructor will be happy to meet with you to find a solution that empowers you to comfortably participate in in-class language practice. This will include planning for how best to communicate this solution to your classmates, and how to set realistic expectations in a context where language mistakes of all kinds are an important and expected part of the learning process.

In the German language, nouns denoting people and professions also frequently have different forms based on a binary grammatical gender (e.g. *der Student* = the male student, *die Studentin* = the female student). In addition to being inherently problematic as regards non-binary gender identities, this has in the past led to absurd conventions such as using the male plural for mixed-gender groups, or ignoring the female forms of nouns when making general references to students, members of a profession etc. Your instructor will attempt to model an inclusive use of gendered nouns. This can be difficult to do consistently in German, and people differ as to how it should be done. Your instructor may also intentionally use

multiple approaches. Please let your instructor know if you have any questions about this as you proceed through the course!

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3.6. Max Kade Haus: A Place for German-Speaking Community

The [Max Kade Haus](#) is the University's German-speaking residence, located in North Quad. You are encouraged to attend events here and to meet interesting people who love German. You may want to consider living here!

- When visiting Max Kade events to make up attendance points, tell the Resident Advisor or facilitator to write down your name. They will inform your instructor that you were there; each full conversation hour you attend and actively participate in can make up A&P points.
- You can learn about the time and location of Max Kade events from “weekly emails” you will get from the German Department about activities in German outside the classroom or on the [DGLL's events page](#).

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3.7. German Lab, Conversation Hours, German Club

- [German Lab](#) is a place to get help with learning German. Every Monday through Thursday 1-4 you can connect with our instructors who can provide additional support as you study for your classes, help you with explanations of difficult concepts and give you additional opportunities to practice German. Appointments are available in person and online.
- **German Conversation Hour and Schokoladenstunde** will each take place weekly. Please see weekly emails for the locations and times. All students at all levels are welcome to come and chat in German.
- **German Club** works to connect students of all levels with a passion for German language and culture to opportunities for language practice, cultural events, and networking! We encourage you to come to as many or few events as you would like! 101-232 students can make up absences by participating in German Club events. E-mail the German Club E-Board at germaneboard@umich.edu for more information!

- Look for a **sign-in sheet at all these events**. When you sign in, the facilitator will inform your instructor that you were there. Each full hour you attend and participate actively can make up 2 participation points (in addition to covering the material of the missed class).

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3.8. Additional essential information

Please click on the links to familiarize yourself with all of the information and resources listed below!

- [Mental Health and Well-Being](#)
- [Disability Statement and Services for Students with Disabilities](#)
- [Student Sexual Misconduct Policy](#)

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Have a great semester!